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ABSTRACT

Six social studies units for teachers of elementary and secondary students are presented. The document, written by various authors, is one component of the Pike County, Alabama, ethnic studies inservice training project. Objectives of the units are to help students develop an awareness and understanding of differing cultures and customs. Topics covered are the community as a melting pot, the civil rights movement of the 1960s and related Kennedy and Johnson legislation, multi-ethnic community helpers in Pike County (grades K-2), ancient Greece and its effects on world culture, development of a positive self-image (grades 3-4), and individual and group interaction and conflict resolution. Each unit outlines educational objectives and goals, major and minor concepts, and evaluation suggestions. A major part of each unit presents suggestions for student activities. Students are involved in researching, presenting and writing reports, interviewing, listening to speakers, viewing films and filmstrips, storywriting, discussing, role playing, debating, and participating in skits, games, and field trips. Vocabulary lists are included in some units. A bibliography of books, filmstrips, films, study prints, and other material concludes each unit. (CK)

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TEACH THEM ALL

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NATIONAL INSTITUTE OF EDUCATION

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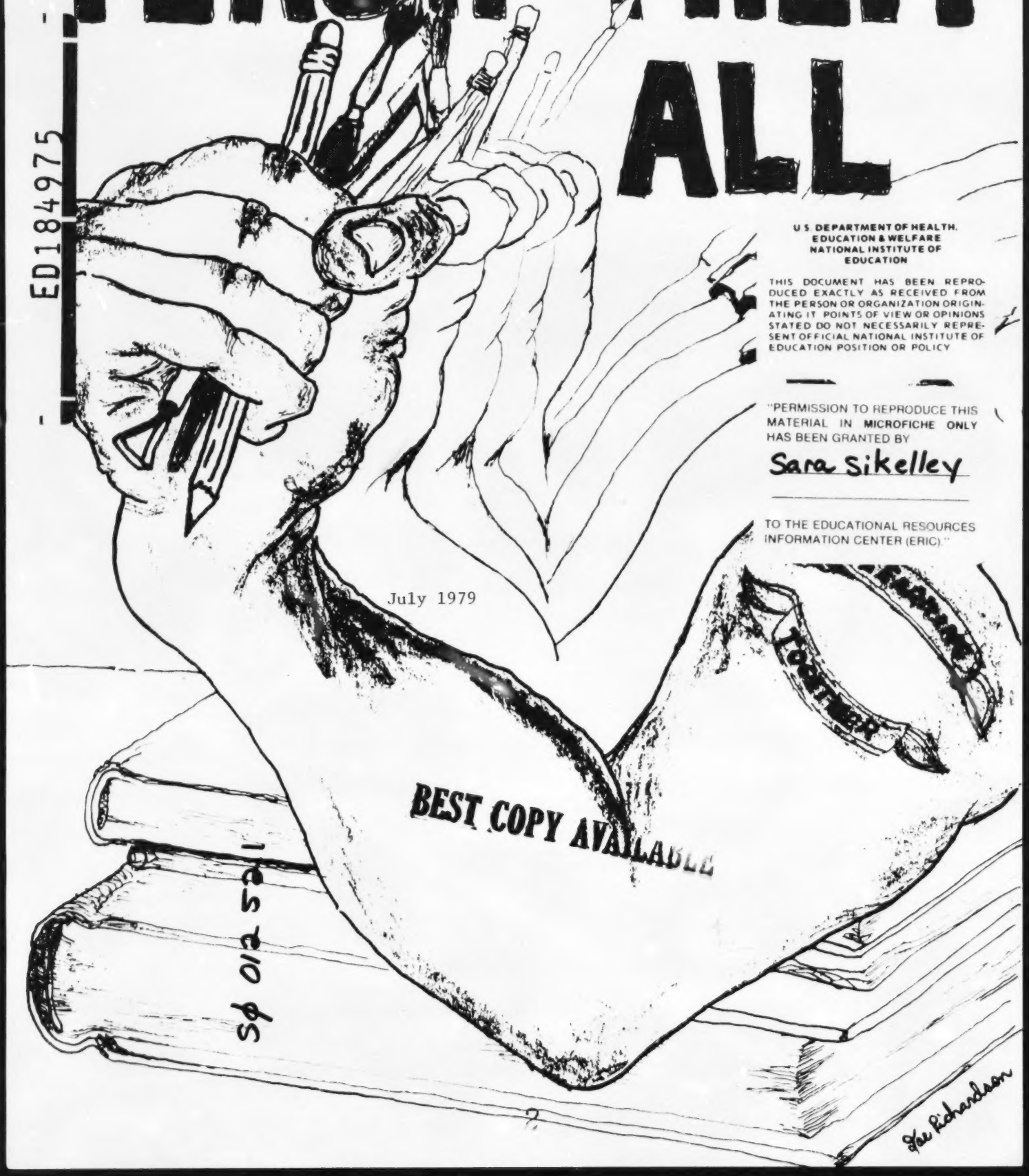
July 1979



The Pike County School System, located south of Montgomery, Alabama, has been involved in several programs designed to provide additional opportunities for all ethnic groups. These programs include ESAA, Title IV CRA, Ethnic Studies, and Indian Education. An outgrowth of these groups working together has provided the opportunity for teachers to cooperatively develop units of study on all grade levels to be utilized in the classrooms. During a Human Relations Workshop the units were completed and made ready for teachers to use. Knowledge, creativity, and imagination is all that is needed to make the studies come alive with children as the units are used as guides in many areas.

Mrs. Tex Whaley, retired instructor from Troy State University, directed the group and the following teachers developed the units:

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Our Community -

The Melting Pot

Debbie Fernald

ETHNIC STUDIES

Unit Objectives:

1. To develop a deeper appreciation of different cultures
2. To better understand our own customs by studying people and customs from other nations

Goals:

1. To recognize outstanding people in the fields of art, music, history, literature, science, and etc., and the contributions they have made to society
2. To become familiar with customs of other nations

What We Want to Find Out:

1. Who are some famous Black, White and Indian people?
2. What did they do that made them outstanding?
3. How do our customs differ from those of other countries?
4. What do people from the different ethnic groups have in common, and how are they different?

Activities:

1. Make a scrapbook of famous people from different ethnic groups. Include what each person did.
2. Write a story about a famous person from a different race whom you admire. Include person, race and why you admire this person.
3. Invite someone from the community to talk about contributions his/her race has made to the community.
4. Plan a game of "Who Am I"? Write a few sentences describling a famous person you have studied and let someone identify the person.
5. Learn songs and dances connected with different ethnic groups.
6. Make a recipe book of foods popular with other groups

7. Listen to stories and view filmstrips about life in other countries and other races.

8. Write letters to children in other countries.

9. Make an exhibit or collection of items of interest that show the past history of various ethnic groups.

10. Collect folklore from all three ethnic groups in our area. (Publish 2nd edition of "Pike's Peek at the Past".)

11. Draw or paint a mural describing contributions of each ethnic group.

12. Plan a make-believe trip to another country with emphasis on passport, immunizations, kinds of clothes to take, money exchange, specific places you wish to visit, etc.

13. Make written or oral reports on: people from different ethnic groups, different countries, etc.

14. Make a chart listing ways the different ethnic groups are alike and ways the different ethnic groups are different.

15. Listen to music from other nations.

16. Develop learning centers for different nations.

17. Interview senior citizens and learn what this area was like before our time.

18. Invite people that have visited other countries to speak and share slides.

Evaluation:

Prepare and present a skit depicting "Our Community - The Melting Pot". (This will involve groups from the whole County and will include in-put from all the groups included on the Title IV CRA umbrella).

Vocabulary

minorities	understanding	culture
Negro	emotions	folktales
values	relationships	attitudes
society	prejudice	individual
disposition	patient	feelings
tolerant	sensitive	artificial
prediction	George Washington Carver	
	Martin Luther King, Jr.	

Civil Rights Movement in the 1960's

Human Relations Workshop

June 1979

Committee Members:

Evelyn Pinkney
Myra B. Wilson

CIVIL RIGHTS MOVEMENT IN THE 1960's

Related Idea

1. The development of human relations during John F. Kennedy's "New Frontier".

2. Lyndon B. Johnson's efforts to continue Kennedy's policies and to enlarge on them in his "Great Society".

Main Ideas to be Developed

1. The problems that the Blacks faced during the 1960's were: poverty with descrimination in voting, jobs, education, public facilities and housing.

2. Problems of segregation in the South and how these problems were solved.

3. The poverty that existed within the cities and what steps were taken to alleviate these problems.

4. The development of a better understanding of the culture of the minority groups.

Methods of Teaching

The students will research, discuss, interview people and use books and news media in order to enhance their understanding of the following:

1. The social conditions that existed in the beginning of the 1960's

   A. Over-populated cities
   B. Unemployment
   C. Drugs
   D. Urbanization
   E. Poor sanitation
   F. Pollution of air and water
   G. Ghettos

2. The Nation's becoming aware of social injustice that existed especially in the South.

   A. Social Reform Organizations
   B. Leaders of the Black Movement
   C. The Bus Boycott
   D. The Selma March
   E. The March in Washington

3. John F. Kennedy's attempt to correct social injustice.

   A. The anti-poverty bill
   B. The Area Redevelopment Act of 1961
   C. The Manpower Act of 1962
   D. The Civil Rights Act of 1962
   E. The Supreme Court Decisions of 1963 (The desegregation of stores, restaurants, and higher learning)
   F. Civil Rights Bill of 1963 ended descrimination in voting, public accommodations, federal assistance programs, and unemployment

4. Lyndon B. Johnson's Domestic Legislation for a "Great Society"

   A. Civil Rights Act of 1964, 1965 to end all voting descriminations
   B. The Twenty-fourth Amendment to the Constitution to eliminate poll tax
   C. Economic Opportunity Act of 1964 to declare war on poverty
   D. Medicare Act of 1965
   E. Elementary and Secondary Education Act of 1965 helped to dispel ignorance in American society
   F. Higher Education Act of 1965 gave minority students loans
   G. The Demonstration City Act of 1966 rebuilt deteriorated urban cities
   H. The Civil Rights Act of 1968 ended discriminatory practices in the sale of and renting of housing

Activities:

1. Give oral or written reports to be researched in the library or from resource people and places

   Suggestions:

   A. Leaders of the 1960's - one or two
   B. History of Civil Rights Movement in Alabama
   C. The different methods proposed by black leaders to bring about equality for the blacks
   D. American college students and the Civil Rights Movement
   E. Efforts made to improve living conditions of blacks in the 1960's
   F. Efforts of the Civil Rights Movement on Music and Art of the 1960's
   G. Language differences between different cultures or cultural groups
   H. Attitudinal changes as the result of the 1960 legislation of Civil Rights

2. Engage in debates - The topics are to be chosen by the students

3. Create art forms depicting people or scenes of the Civil Rights Movement (drawings, music, poems, songs, dances, and etc.)

4. Make charts, maps, eyewitness stories or other personal interest pictures for the bulletin board

5. Invite a judge, attorney, newspaper editor and others to speak to the class on a topic in the general area of Civil Rights

6. View filmstrips, films and records to clarify certain parts of the events of the 1960's

7. Visit local T.V. stations or radio stations to view and hear documentary films and records

8. Write skits to act out that portray an event of the 1960's.

9. Hold a "Meet the Press" session where one student will be a key personality of the 1960's and the other students will be news reporters

10. Have an assembly program during "Black History Month"

11. Give book reports

12. Have panel discussions and buzz sessions

Evaluation:

Teachers

1. Have the goals been met?

2. What were the strengths of the unit?

3. What were the weaknesses of the unit?

4. What attitudes of the students have been changed?

Pupil

1. Written test

2. Discussion, oral or written, on the strengths of the unit.

3. Discussion, oral or written, on the weaknesses of the unit

4. Recommended changes or additions for future units on the Civil Rights Movement of the 1960's

5. How has the unit affected you?

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Books

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Williams, Edward Bennett. One Man's Freedom

Blake, Clarence N. Quiz Book on Black America

Katz, William L. Eyewitness: The Negro in American History

McGovern, Ann. The True Story of Harriet Tubman

Filmstrips

The Black Child

The History of the American Negro Series

Records

Negro Folk Music of Alabama (secular)

Negro Folk Music of Alabama (religious)

Alex Haley Roots

Teaching Pictures

Black America Yesterday and Today

Equal Rights

Reproducible Materials

The Black Experience - Part 1

The Black Experience - Part 2

Study Cards

Black Studies

Multi-Ethnic Community Helpers

in

Pike County

A Social Studies Unit

(K-2)

Human Relations Workshop

June 4, 5, 6 1979

Committee Members:

Janice Lucas
Evelyn Stuart
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Multi-Ethnic Community Helpers in Pike County

Focus:

The student will be able to identify helpers who provide products and helpers who provide services upon which we depend in Pike County, and how they provide us with needed products and services.

General Objectives:

1. To become acquainted with our community helpers
2. To learn about the work of each community helper
3. To understand how each community helper is dependent upon each other
4. To realize that we all must be community helpers

Specific Objectives:

1. To accept the policeman as a friend and helper
2. To learn about the work of the postal services
3. To learn the importance of calling a fireperson upon discovering a fire.
4. To learn about the services provided by doctors and nurses.
5. To learn how the grocer helps us
6. To learn the importance of the work of the sanitation worker
7. To learn about the products provided by the farmer
8. To learn how each helper depends upon other helpers

Activities:

Introductory

1. Bulletin board display
2. Filmstrips
3. Table display of pictures and books

4. Introductory story

Student Activities

1. Make a list of community helpers and choose the ones to be studied

2. Walk through the neighborhood and observe helpers within the neighborhood

3. Cut pictures and make booklets on community helpers

4. Read and write stories and poems

5. Engage in role-playing activities

6. Play games*

7. Invite different helpers into the classroom to talk with the children

8. Make a frieze

9. Write "thank you" letters to helpers who visit the classroom and those whom the class visits

10. Make visits to the police station, fire station, post office, hospital, grocery store, a farm, a chicken hatchery, the sanitation department, and other places helpful to the community

11. Make puppets of community helpers

12. Do rhythmic activities on various community helpers

13. Sing songs about community helpers

14. Interview parents to find out about their work

15. Make hats worn by each community helper

16. Perform a teacher and pupil creative play depicting the dependence of the grocer upon the farmer

Games:*

Drop the Letter - this game is played in the same way as "Drop the Handkerchief"

Fire Chief - Two goal lines are drawn sixty feet apart. One child is the fire chief. The other children stand on one goal line, facing the fire chief, who stands five feet away. The fire chief cries, "Fire! Fire!" The children run to opposite goal line and back and touch the

hand of the fire chief. The player who first touches the chief's hand is the new fire chief and calls, "Fire! Fire!"

The Chain - "Would you like to play a game about our community helpers? Let's form a circle and hold hands. Now we have a chain. I shall choose one of you to start out as the leader. The leader will stand in the circle and hold up a card so that all of you can see it. This card will have the name (or picture) of one of our city helpers on it. The leader will point to one of you and you must tell one way in which this helper helps us. Each time the same card is held up, a different way must be given. If one of you gives a wrong answer, the chain will be broken. The broken link must go inside the circle until he can earn his way back into the chain by giving a correct answer when another link becomes broken. We want to keep our chain all together. Try not to have a broken link."

Fire Alarm - Let's pretend that each of you is at home. (Children remain at their desks.) One of you will be a fireman and go to the cloak hall. While he is out in his fire station, I will put this little bell on one of your desks and that means that your house is on fire. You may ring the bell and choose someone to telephone the fire station and place the fire alarm. The person who calls must tell the number of the row and the number of the desk. When the fireman gets this information, the fireman comes in. Be sure to put the bell inside your desk as soon as you ring the alarm so that the fireman cannot see it. The fireman will see how quickly he can find the right "house" and put out the fire. When this is done, the child whose "house" was on fire will take the place of the fireman.

Let's Play Postman - Let's play a game with the letters you have written. Fasten your mailboxes on the front of your desks. Be sure that you have your name printed plainly on the front of it. The postman will carry the mail bag, select a letter, read the name on the front of it and deliver the letter to the correct mailbox. The one who receives the letter may read it aloud and then the postman will deliver another letter.

The Fire Truck - I am a big fire truck (point to self)
Rushing to a fire (pretend to drive as you run)
I zoom around a corner (turn corner quickly)
And stop right there! (stop suddenly)
Fireman climb my ladder (pretend to climb)
Up to their tops (climb, peer over top)
Fireman squirt my hoses (pretend to squirt hose)
Until the fire stops!

The Postman - I come from the post office (walk from "post office")
My mailsack on my back (pretend to carry mail on back)
I go to all the houses (pretend to go to a house)
Leaving letters from my pack (pretend to drop letter into mailbox)
One, two, three, four (hold up fingers as you count)
Who are these letters for? (pretend to hold letters, scratch head)
One for John and one for Lou (pretend to hand letters)
One for Tom and one for you! (pretend to hand letters to others)

The Policeman - I'm a happy policeman (smile, point to self)
Standing tall and straight (stand tall)
I direct the traffic (motion cars to "go")
And tell the cars to wait (hold up hand for "stop")
I help the children (point to self, then measure "height" of children)
And grown-ups, too (measure height of adults)
If you get in trouble (point to friend)
I'll help you (nod)

Culminating Activities

1. A puppet show
2. "What's My Line?" panel
3. A pantomine of each helper
4. A Community Helpers' Day when children dress as the community helper they would like to be

Evaluation Activities

1. Display children's work
2. Develop a weekly bulletin board
3. Categorize helpers, using pictures
4. Draw pictures showing products or services provided by each helper

Bibliography

Films

The Helpful Little Fireman - No. 143, Pike County Resource Center

Communities Depend on Each Other - No. 112, Pike County Resource Center

Workers Depend on Each Other - No. 145, Pike County Resource Center

Songs

City Helpers - Spectrum of Music

The Postman - Social Studies Unit - Grade Teacher, by Teachers Publishing Corporation - Darien Con.

The Policeman - Social Studies Unit - Grade Teacher, by Teachers Publishing Corporation - Darien Con.

Rhythm Games

The Policeman - ESSA and Artist-in-Residence (AIR) - Resource Person

Our Helpers - ESSA and AIR - Resource Person (Shirley Qualls)

The Fire Truck - ESSA and AIR - Shirley Qualls

The Postman - ESSA and AIR - Shirley Qualls

Note: The following materials may be ordered from Alabama Aids

Alabama Power Company
Post Office Box 2641
Birmingham, Alabama

Everyone Helps in a Community - AA-12

The Policeman - AA-22

Pictures and Visual Aids

12 Teaching Pictures (24-page resource manual) revised edition - 10 3/4 X 13 3/4 inches
24232 (A1531) My Community, 1977, David C. Cook Publishing Company, Elgin, Il. 60120

Books

Kaltsounic, Theodore, Guest Editor,"The Community: Laboratory for Social Learnings," Social Education, 40 (March 1976) pp 158-171

Nathan, Joe, "Can Kids Improve Their Community? You Bet," Learning, 3 (January 1975) pp 60-66

Greene, Carla, "I Want to Be." Picture Dictionary, Scott Foresman, Chicago Publishing Co., Chicago, Ill.

Social Studies Unit

Greece

Birthplace of Democracy

June 1979

Committee Members:

Patsye H. Lucas
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Greece, Birthplace of Democracy

General Goal

To develop an understanding of one of the world's major cultures, how it developed, grew, and the effects it has had on world law, government, the arts and democracy.

Specific Objectives:

1. To discover that the physical location and design of Athens reflected the thinking and values of the people by emphasizing important meeting places and temples

2. To show that the classical architectural style of Ancient Greek temples and public buildings is still influencial

3. To demonstrate that the physical location of Greek cities facilitated sea trade with other cities

4. To show that the tools and other objects created by people long ago influenced life then and now

5 To discover that the Athenian festivals reflect the people's love and respect for the goddess Athena and the arts

6. To demonstrate that Athen's political system reflected the citizens' belief about democracy and freedom.

7. To develop concepts as to the causes and effects of the Pelopenesian War

8. To examine the contract between Athen's democratic institutions and the existence of slavery

9. To demonstrate the importance of public speaking in Athen's political system

10. To illustrate Athen's economic system and to show how it was related to the political and cultural systems

11. To demonstrate how specialized the farmers and craftsmen were in the economic system

12. To show how the great philosophers have influenced present day, science, math, creativity, and social concepts

Concepts:

1. The accomplishments of Greece have contributed to our heritage

2. Past history influences present day culture

3. Certain people contribute more to world culture than others

4. People throughout the world have contributed to society, although varying in degree

5. The Greeks adapted to their environment with accomplishment

6. Man adapts to his environment

7. A sound economic system was a goal of the Greeks

8. The Greek religion was based on fantasy

9. The Greek society developed a comprehensive system of government

10. The customs and values of Greek family life was determined by the physical location of the Greek city states, and to their attitudes of accomplishment

11. The olympics originated in Greece, and have greatly influenced the sport scene throughout the world

12. Greece has declined in power because of poor leadership

Organization Activities:

Note: Introduce Greece with a colorful film on Greece. Afterwards, let students discuss and list the questions they wish to fine out about all phases of Greek life. Then, classify under proper headings

Possible Headings:

A. How people from north of the Danube swept down and overtook the land

B. The slow development of the Greek culture and accomplishments

C. Family Life and Customs

D. Greek Educational Systems

E. Religion and Pagan Beliefs

F. Growth of Government

G. Climate - Topography

H. Pelopenesion War

I. Greek Philosophers and Generals

J. Contrasting Slavery and Democracy

Plan of Study:

Teacher and pupils will plan the organization of the study. Students will do research and present information. Students and teacher will list materials needed, where it can be found and how it can be used. Pupils will organize to work, assign responsibilities and the most effective ways of sharing information and creative ideas.

Initiating Activities:

After the film on Greece, ask what the pupils' perception of Greece are. List on board and transfer later to charts. Ask if they appreciate Greece and if so why? Discuss the film in relation to their perceptions of Greece and then lead into a desire to find out more about Greece and its accomplishments.

Activities:

1. Read and research the early history of Greece

2. Research how early Greek history might be compiled with important concepts and generalizations in data form

3. Devise a time line:

Earliest date — Break down as world power

When — Who — What — Why

Hang time line in room, print all important events in sequence from past to present throughout the unit.

4. Divide class into interest groups of their own choosing. Have them use what they have learned about their group - its historical and cultural background, how the group feels toward the other groups and why: how the people live and work, how different Greek classes are treated by other groups. Have students role play

several social and political situations; a debate, a court scene on trial, etc.

5. Compare Greek accomplishments of the Golden Age of Greece with that of Pagan Europe

6. Write a newspaper or magazine that tells about life in early Greece

7. Trace the development of Greek rule from time of Pagan invasion to present day

8. Do research on how Aristotle influenced and educated Alexander the Great

Related Activities:

A. Drama

1. Use skits that the children write of Greek cultural development

2. Read Greek plays

(a) Comedies

(b) Tragedies

3. Act out parts of the plays

4. Build a model of Greek theatre

5. Organize a debate

(a) Socrate's trial

(b) Free speech of the individual

(c) Public sreech in the Forum

6. The making of comedy and tragedy masks

B. Art

1. Make a mural of a Greek Scene

2. Make chiton

(a) Children

(b) Women

(c) Men

3. Study designs of Greek dress

(a) Make Greek doll costumes

4. Make Greek pottery

(a) Greek vases

(b) Greek urns

C. Music

1. Examine the music of past Greek history

2. Sing contemporary Greek songs

3. Listen to records of Greek music

4. Invite resource person in music about Greece

5. Show how Greek music evolved and show how music sets the scene for social events

6. Give students an insight into the development of musical instruments from the days of the Greeks to present day instruments.

D. Dance

1. Read and study ancient dress and sculpture, in order to visualize the types of movement and dance that exist in Greece.

2. The pupils will create their own interpretive dance after determining possible movement

3. Demonstrate varied dances in Grecian history.

(a) Dances by slaves to entertain

(b) Dances for religious purposes

(c) Dances of aristocracy in the theatre

Attitudinal Skills and Values:

1. Create attitudes of appreciation and respect for ideas other than that of the learner

2. Create feelings of worth of the individual after an examination of Greek justice

3. Develop feelings of self-worth

4. Make decisions on how to deal with conflicting ideas

5. Develop the right to disagree

6. Create feelings of kinship to all mankind

Social Skills:

1. Learn to work cooperatively with others

2. Learn to share the ideas of what has been learned

3. Practice respecting the rights of others

4. Learn to effectively work on committees

5. Learn to develop self-discipline and self-control

Intellectual Skills:

1. Identifying and defining problems

2. Learn to implement and make use of the scientific approach in regard to problem solving

3. Learn strategy in sound decision making

4. Learn skills in gathering relevant data from reference materials

5. Recognizing what is of worth to remember

Map Study:

1. Make outline map of Greece

2. Have one group to make a relief map using sawdust, paste, etc.

3. Have one group to make a political map

4. Point out how the location of Greece enabled it to become a sea-faring country.

5. Show how the many islands and mountains affected the social, cultural, and agricultural development

Enriching the Vocabulary

archaeologist	classical	cultivate
architecture	cultural	festival
phidias	goddess	Golden Age of Greece
art	Pericles	gymnasium

Liberty	justice	morally
religion	skilled	slavery
temple	trade	values
Senate	Senators	council
Plebians	Tribune	Representatives
philosophers	Socrates	Plato
Aristotle	Euclid	geometry
Mathematics	Athens	Sparta
Greece	Greek	Greecian
Hellenic Republic	Mt. Olympus	drachma
Athena	parthenon	Statue of Athens
Alexander the Great	Doric	Representative Government
Gothic	Ionian	

Games

1. Grecian Baseball

   Draw a diagram of a baseball field, complete with bases, on the board. Divide the class into two groups. Ask various questions about the material that has been covered. Play the game according to the game of baseball

2. Tic-Tac-Toe

   Place the design of a tic-tac-toe game on the board. As the student answers a question properly, he is allowed to place his mark on the board.

3. Pantomine

   Each student will come to the front of the room and pantomine. The pre-requisites for this game will be a thorough knowledge of the material covered.

4. Television Interview

   This will be conducted as a regular interview. One student will interview another student. The student being interviewed will take the role of Aristotle, Socrates, or any person in Grecian History. This student must have a knowledge of the history of Greece.

Culminating Activities

1. Have a Greek Day

   (a) Pupils dress in Greek attire

   (b) Have a debate in outside ampitheatre

   (c) Have Greek foods for lunch

   (d) Have miniature Olympics on the playground

   (e) Have local newspapers to send representative to write up article for publication and to take pictures for the paper and for class scrapbook

   (f) The Greek national emblem as well as the Greek flag should serve as a possible background for the picture

Evaluation:

1. Did the unit meet the objectives?
2. Were all of the objectives accomplished?
3. Were any of the objectives too broad?
4. Do any of the objectives need to be omitted?
5. Was there continuous as well as end of the unit evaluation?
6. Do the objectives demonstrate continuity with respect to materials available?
7. Should any of the reference or resource materials be omitted?
8. Did the children seem to enjoy the games and activities?
9. Was Greek Day a success?
10. Were the attitudinal, social, and intellectual skills developed?
11. Was the plan of study relevant to the whole program?
12. Did the unit contribute to a deeper appreciation of the contributions made by other cultures?

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The First Book of Ancient - Robinson, Charles

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Filma

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IMPORTANCE OF SELF-CONCEPT

IN

DEVELOPING PERSONALITIES

June 1979

Third and Fourth Grade Unit

Committee Members:

Lola Felton
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IMPORTANCE OF SELF-CONCEPT IN DEVELOPING PERSONALITIES

Unit Objectives:

1. Children will learn that they are worthy human beings
2. Children will realize that personalities who had humble beginnings have made great contributions to society
3. Children will accept and respect self and others
4. Children will understand the importance of self-image
5. Children will develop their own standards and values
6. Children will determine what values they hold
7. Children will learn to accept values of other people

Concepts:

1. Understanding one's self and others
2. Learning to share
3. Learning respect for others
4. Demonstrating rectitude
5. Showing affection
6. Being trustworthy

Activities:

The children will be guided into meaningful experiences. They will:

1. Make a list of persons who are daily associates and how to get along with them.
2. List problems they have to cope with in growing up.
3. Use puppets to depict personalities:

   Assign different kinds of personalities to bring out some practical situations in developing personalities.

4. Make a scrapbook of favorite personalities.

5. Make their own puppets to demonstrate personalities.

6. Write creative poems and stories about themselves. They may select their topics or use ideas given to them by the teacher. Example: "On my way to school I saw two children fighting"....(Complete the story)

7. Use role playing of heroes, villains or any personality that might influence a good self-concept.

8. Make posters showing different kinds of emotions and discuss them.

9. Draw pictures of themselves; draw pictures of favorite animals and show likes or dislikes.

10. Name favorite color and write about it, or illustrate in drawing.

11. Play music that promotes expressions of moods and influences the lives of children.

12. Draw pictures and explain likeness about their drawings and explain their reason for certain types of drawings.

Methods of Evaluation:

1. Build mutual respect before introducing the evaluation process.

2. Utilize pupil-teacher planning as the first step in evaluation.

3. Use the goals established as criteria for judging progress.

4. Judge objectives as well as the amount of pupil growth.

5. Use transcriptions and tape recordings made by either pupil or teacher.

6. Make more valid judgements concerning ways of improving the learning situation. (Children will participate in the evaluation.)

7. Teachers should observe carefully.

8. Define purposes in terms of pupil behavior.

9. Examine the art work of children as they work and when they have finished.

10. Encourage spontaneous dramatics and role-playing and watch children's reaction.

11. Use self-rating and interest inventory tests.

12. Read stories without endings to children and let them complete the stories - orally or in written form.

13. Let children analyze taped discussions of themselves.

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How to Understand Yourself and Others

Who's Prejudiced? Or Why People Act As They Do?

Courtesy Costs Nothing but Is Worth Everything.

Film Strips

Freedom and Morality

The Word Ethnic

Rules of Game

Prejudice

You're Different, So Am I

Filmstrips may be purchased from Sound Filmstrips, Van Nuys, California.

POEM

EVERYBODY SAYS

by:
Dorothy Aldis

Everybody says
I look just like my mother.

Everybody says
I'm the image of Aunt Bee.

Everybody says
My nose is like my father's

But I want to look like me!

You're Different And I'm Different

Yet We're Alike Too

A Creative Approach to Group Interactions

Human Relations Workshop

June 1979

Committee Members:

Elloise Streeter
Mary Snead

"You're Different And I'm Different,
Yet We're Alike Too."

Objectives:

1. The student will be able to identify the ethnic groups

2. The student will exhibit his acceptance of individual differences in his daily associations with his peers

3. The student will develop feelings of self-identify and self-worth, respect for others, and moral responsibility as an integral part of his personality and character development so that he can perceive his role as a mature adult in our society.

4. The student will understand the physical, mental and academic abilities in relationship to the possible educational opportunities and vocations.

5. The student will identify problems of various minority groups

6. The student will respect the views and feelings of other people, and explain why this respect is important.

Main Idea:

Common beliefs, interests, traditions and problems help people to work together.

1. There are some factors that bring people together

2. Events that happen in life bring people together, such as recreations, social events, and peer groups

3. People must work together to achieve certain ends

4. There are common factors that draw people together

5. There are many factors that keep people together.

6. A common problem in bringing people together can be solved

Activities:

1. The students can study a picture spread collection "What keeps people together? What keeps people apart?" Then lead a discussion by asking such questions as:

   A. What is similar in all the pictures?

   B. What picture shows people working together toward a common goal?

C. Which picture shows people helping each other?

D. Which picture shows people having fun together?

E. What kind of activity has drawn people together in the first picture?

After discussing the pictures, each student should be able to relate one or more of them to his or her family's experiences and describe a similar instance when his family was involved in working with, helping, or having fun with people.

2. Create brief unfinished stories that the students can complete. Each story should present a problem that can best be solved through cooperation of people. After several stories have been presented and discussed, have the students respond to the following questions:

A. What can happen if many families refuse to help with neighborhood projects?

B. When neighbors work together, how does this help the neighborhood?

As a result of this activity, the students should be able to create a bulletin board display showing neighborhood projects in which families must work together if the project is to be successful.

3. Assign individual roles such as teacher, policeman, grocer, mailman, landlord, and doctor. Have the group of players assemble in front of the class and identify them as specialists in the neighborhood (review the meaning of this term if necessary). Ask each specialist to introduce himself and tell his occupation. Then each should explain how he depends on the other specialist standing with him. (For Example, the doctor might say, "I depend on the policeman to keep my family safe, on the grocer for food, on the mailman for my mail, and on the landlord for my office.")

A. When each specialist has explained his dependency on the others, ask the group to return one by one to their seats. As each specialist leaves, have those remaining describe how his absence will affect them. (For example, if the doctor and mailman have left, the remaining specialist might complain about resulting difficulties and inconveniences they might have to go down town to the Post Office for mail and to another neighborhood to find the services of a doctor. Continue the procedure until only one specialist is left. Have that specialist describe how he would manage without the services of all the others.)

B. After the role play, lead a class discussion by asking the following questions:

1. Why do neighbors depend on each other?

2. Who are the people you depend on? Why? What would happen if they left?

As a result of this activity the students should be able to name five specialists and explain how they depend on each other.

Major Idea:

Conflict between groups of people who do not recognize their mutual interests and who distrust one another may result in hatred and violence.

1. To dramatize how conflicts can arise between two neighborhood groups when one has more advantages than the other.

2. To demonstrate that conflicts between two neighborhood groups can become serious if one group obtains more power than the other.

Activities:

1. Select two groups of five students each to represent neighborhood groups and one student to play the role of the mayor of the city. Each group has a petition to present to the mayor. (The students may themselves determine the nature of their petitions based on some need or want in their own neighborhoods.) A member of Group 1 reads this petition to the mayor. Members of Group 2 cannot speak English and must present their petition by using sign language and gestures. The mayor can satisfy only one petition by using or making his decision on the basis of his understanding of the two requests. He decides in favor of the first group. When the simulation has been completed, ask the following questions.

   A. Why did the first group have their petition granted? What advantages did they have over the other group? Do you think this was fair? Why, or why not?

   B. How do you think the losing group feels toward the winning group? What might be the results of those feelings.

   After responding to the questions the students should be able to generalize in their own words, that if groups have similar advantages they may be less likely to have conflicts than groups that are separated by unequal advantages.

2. Have students take part in an experiment.

   Directions:

Divide the class into groups. Tell them each group will make a mural of its neighborhood and a prize will be given to the group producing the better mural.

Provide group 1 with all necessary materials such as pencils, crayons, rulers, scissors and glue. Tell them privately that they are not to share any of the materials with group 2. To implant the idea of superiority suggest that the other group may be careless with tools. Also allow group 1 privileges such as freedom to move about the room; consultations with older students and adults about the mural, and open discussion about their work among themselves.

Provide group 2 with only inferior quality paper and few pencils. Tell them they must remain in one part of the room while they work and that they must be quiet. If they want to ask the other group to share tools, they must do it in writing.

When the students have completed their murals, present a prize to the first group. Lead a discussion by asking these questions:

Why was group 1 able to draw a better mural? How were members of group 2 at a disadvantage?

During the experiment what kind of feelings do you think each group had about the other?

After the prize was given, how do you think the members of group 2 felt toward group 1?

Continue the discussion and relate the experiment to a neighborhood situation by explaining that many times one group will have more material advantages (in goods, income, etc.) than another and may have more opportunities to seek help from others or learn from others. This may result in the members of the privileged group having feelings of superiority. Also point out ability to influence, persuade, or make things happen for their benefit. If a group with few advantages and little power must compete with the stronger group, bad feelings may result. Sometimes this is followed by violent actions - fights or some other disturbances.

In conclusion the students should be able to suggest some factors that they think will give one neighborhood more than another.

3. As a follow-up to the above activity, show the class magazines, and newspaper pictures contrasting slum neighborhoods and wealthy neighborhoods. Present pictures in pairs (for example, contrast pictures of two types of houses, have students state their opinions about how various factors might give the wealthier more power than the slums.)

Pictures might suggest that in some homes children are able to study better and thus receive a better education: this in turn, could result in an advantage that creates power.

Main Idea:

Conflicts can often be prevented or managed peacefully with positive results.

1. To understand that personal communications is an important means of preventing or resolving conflict between people.

Activities:

1. Students can enact a socio drama involving two families, the Allberrys and the Sheridans. As next door neighbors, the Sheridans have two sons, Billy and Tommy, who are in a band. Each practices his instruments every night. (drums and horn)

   The Allberrys are very unhappy about this. Their children cannot sleep, Mr. Allberry cannot enjoy his favorite television program, and Mrs. Allberry gets a headache from the noise. The members of the Allberry family complain among themselves and become increasingly angry.

2. After the socio drama, lead a discussion by asking such questions as:

   A. What was the cause of the conflict?

   B. What can happen when families do not discuss their problems with one another?

   As a result of the activity the students should be able to describe other instances in simular situations where conflicts between people may be resolved through mutual understanding.

3. Coordinating the instruction of the Artists-in-Residence with the unit as written.

   From a vocal standpoint: Students may create a song to go along with the title - "You're Different And I'm Different - Yet We're Alike Too".

4. Students may also engage in choral activities, such as readings taken from Walt Whitmans "America Sings", also readings dealing with the Belgium Congo - superstitions. Again take each culture, depict three cultures, let the children come together, let them show that they are a part of this American culture.

5. Dance: We are different in respect to our body make up. Students are given the basics of body movements showing that

each individual is unique in his own special way. Dances may also reflect the traditional customs, tribal dances, etc. that each ethnic group is related.

Indian Education:

Who Am I? Where have I been? Where am I going?

A historical - ethnical approach is self-actualization.

Objectives:

To allow the student to find creative self expression through understanding their own heritage. This includes: arts, crafts, and cultural traits of their own "Family Tree". To increase the self-image and elements that eliminate those negative feelings that students have about themselves, thus decreasing the dropout rate due to low self-esteem and personal fears of failures.

Activities:

1. Dance exercises: Native American: African, learn history of and have class learn to execute the movements.

2. Arts and Crafts: Make a Native Product after learning the cultural importance.

3. Public Speaking and Drama: Learn a famous speech from that period.

Values:

1. Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

2. Values develop through both narrational and rational processes.

3. Those objects, behaviors, ideas on institutions which a society or an individual considers important and desires constitute values.

4. Societies and individuals often differ significantly in the values they hold.

5. The survival of a society is dependent upon agreement on some core of values by a majority of its members.

Evaluation:

1. Students were not expected to remember all the specific facts they need to develop understanding of a main idea, but instead were expected to use facts as vehicles for developing ideas about human behavior that will contribute toward their understand of human beings.

2. Each activity serves specified functions. Each activity is incremental in nature. Each activity serves more than one of the objectives, knowledge, thinking and attitudes, feelings and values. Each sequence of activities provides rotation of intake, organization and interpretation.

3. Relate the experiences of the students to the topic of the unit.

   Mural-making skills - drawing made by individuals as part of a mural or for other purposes may be judged by criteria which apply to the relationship exposed in them as well as their content.

4. Body completeness relates to a students awareness of elements of the body.

5. Dramatic activities offer opportunities for teachers to check how deeply students understand certain events and people in their study.

6. Self-actualization through understanding one's own heritage will create a greater awareness of personal worth and possibilities for further mental and physical development. The artistic and dramatic forms of self expression will allow each student to move fully, exploring their own creative talents through giving insight into their own heritages' accomplishments throughout history.

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The Black Child

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The Other American Minorities - Part 1 and Part 2

Understanding Your Feelings

Getting to Know Me

Learning About Me

Who Are You

Values and Attitudes

People are Human

Records

Alex Haley Roots

African Music

Teaching Pictures

Black America - Yesterday and Today

Equal Rights

My Community

Family Lifestyles Around the World

Understand my Needs

Learning About Values

Learning About Human Relationships

Social Development

No Difference

Small as a peanut,
Big as a giant,
We're all the same size
When we turn off the light.

Rich as a sultan,
Poor as a mite
We're all worth the same
When we turn off the light.

Red, black or orange,
Yellow or white,
We all look the same
When we turn off the light.

So maybe the way
To make everything right
Is for God to just reach out
And turn off the light!

Colors

My skin is kind of sort of brownish
Pinkish yellowish white
My eyes are greyish blueish green,
But I am told they look orange in the night.
My hair is reddish blondish brown,
But it's silver when it's wet.
And all the colors I am inside
Have not been invented yet.

When the Sidewalk Ends

by Shel Silverstun